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ABSTRACT

There has been growing interest in the design of campus environments. Since environments are related to growth and/or dysfunction, a program designed to heighten the fit between students and their environment is advantageous. The Resident Environment Adaption Program (REAP) is a five stage service designed to enable students to heighten the fit between their needs and their residence hall environment. In addition to a description of the program, the paper includes pilot project conclusions and further recommendations for development. (Author)

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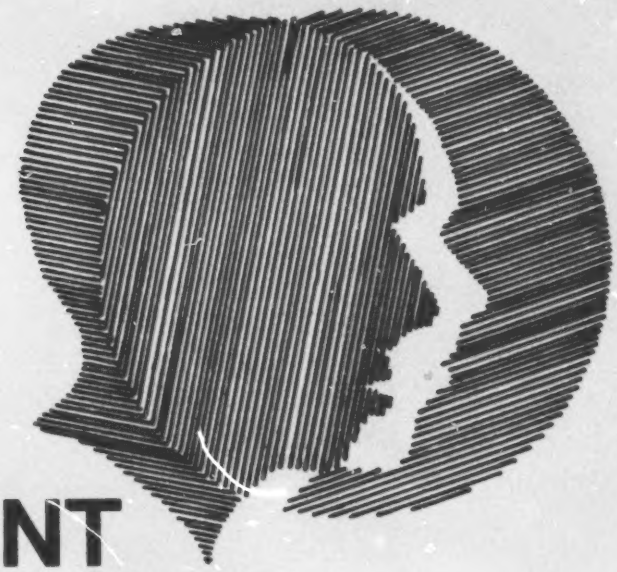

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COLORADO STATE UNIVERSITY

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The cover depicts man's striving toward unity of personality, represented by the magic circle, or mandala.

An Environmental Redesign Program for Residence Halls

By
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Student Development Reports
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Abstract

There has been growing interest in the design of campus environments. Since environments are related to growth and/or dysfunction, a program designed to heighten the fit between students and their environment is advantageous. The Resident Environment Adaptation Program (REAP) is a five stage service designed to enable students to heighten the fit between their needs and their residence hall environment. In addition to a description of the program, the paper includes pilot project conclusions and further recommendations for development.

INTRODUCTION

The late sixties saw a press for developmental programming that would enhance student growth and development. The paraprofessional movement offered the people-power to implement these new programs. In spite of this extensive effort to reduce educational casualties, many students today still find the college experience adversive. While some students experience negative physical symptoms because of a mismatch between their needs and the university resources, others drop out of school, constantly change their major, or manifest emotional difficulties. The problem may not be with the programs, but rather the target. Although it has been known that environments are major contributing factors to student growth and/or dysfunction, there has been little effort applied to campus redesign (Craik, 1973; Insel & Moos, 1974; Moos, 1973). Past intervention targets have been individuals and groups rather than the environment. A systematic program that maximizes congruence between student needs and their environment seems necessary.

One particular campus environment that has recently received attention has been the Residence Hall (Gerst & Moos, 1972; Montgomery, et al, 1975; Moos & Otto, 1975; Sank, et al, 1975; Scott, 1975; Small, et al, 1974). During the seventies, residence halls have grown in popularity; today's students spend substantial amounts of their university experience in the Hall. It has been assumed that if the experience in the residence hall is a good one, students will be more apt to accomplish their goals of career preparation and personal growth. If the experience is detrimental, the residence hall may contribute to making a student an educational casualty.

Since the residence hall is one focal point in a student's college career, colleges and universities have made efforts to improve the living experience. Housing administrators have trained their staffs, installed lounges and study facilities, offered educational and cultural programs, and improved dining

options. As important as these interventions are, the actual living unit (section or wing) has received minimal attention. Since this milieu plays such a central role in student's educational life, it seems profitable to maximize the match between students' needs and their environment. This paper is a report on the development of a program that responds to this need.

Five Stage REAP Service

The Resident Environment Adaptation Program (REAP) was developed by the University Counseling Center and Office of Housing and Residence Education at Colorado State University in an effort to modify small living environments within a residence hall. By targeting interventions to environments, it was hoped that the match between student needs and their environment would be heightened and the quality of student life enhanced.

REAP was begun by forming an environmental team whose members possessed research, consultative, and programming skills. The purpose of the team was to provide a packaged environmental change service to the students who lived in residence halls. REAP was designed to assist students to identify the different components of their environment, provide a structure to discuss and evaluate the environment, and, where desired, develop the means for improvement.

REAP consists of five stages. Stage I involves the entry process and attends to contact and contract issues. The initial contact usually occurs with Hall Directors who are provided a written rationale and overview of the program. The Directors, in turn, provide this information to the Student Assistants (SAs) who work for them on the different floor sections. Once the SAs have been oriented to the program, they are invited to schedule a contract interview with the REAP team to discuss how the service can benefit their living unit.

The first priority of Stage I is to make sure there is a clear student committment and desire for a REAP intervention. During the initial contact it

is important to ascertain if the perceptions of the residence climate presented by the SA are shared by the residents themselves. If the SA's perceptions have already been validated, and it has been determined that the residents desire the service, then the interview proceeds with details of REAP and a tentative time scheduled for implementation. If the SA does not have a mandate from the residents requesting the REAP service, then the interview needs to focus on how the SA can determine if the residents want the REAP service.

If the section lacks an effective communication and/or decision-making structure, then the environmental team shifts its focus from REAP to helping the SA establish such a structure. After a decision-making procedure is developed, the SA and students can determine together whether or not to use the REAP service. Since there are a range of problems that can arise in residence hall living, the REAP team needs to make a referral when an issue might be more appropriately handled by another intervention.

Stage II involves data collection. During this phase of the program, the REAP team meets with the residents, presents an overview of the service, and answers any questions that may arise. Once it is clear how the service will be used to help the residents enhance their living situation, a questionnaire is administered. Gerst & Moos' (1972) University Residence Environment Scale (URES) is the primary instrument. This is a 100 item True-False questionnaire that provides scores on 10 environmental dimensions within college residence halls. The instrument is administered in two forms. One form reports residents' perceptions of the actual environment; the other form reports their ideal residence hall environment. The administration of the URES usually takes 20-40 minutes.

At this point it may be important to clarify for the students that the data collection is necessary for the service and not part of a research project.

Students are often research subjects and they tend to become disinterested in the questionnaire if they see it as just one more research project.

In Stage III data is analyzed and a report is prepared for the residents. The report includes a written description of the environment and a profile which contrasts the ideal environment with the actual one. Means and standard deviations for the 10 subscales of the URES are determined for both forms and other subcategories if appropriate (i.e., sex, class, major, etc.). The ten subscales provide information in three general areas: relationships, personal growth, and system maintenance/system change. When preparing the report it is important to emphasize its non-evaluative nature. Residents have a tendency to view high scores more positively than low scores, rather than interpreting the value of the scores relative to their own needs and goals. Figure 1 illustrates a typical profile.

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Insert Figure 1 about here

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The primary focus of interpretation is on the degree of differences between what is desired (the ideal) and what is experienced (the real). However, comparisons between subscale scores and norms or between population characteristics (such as sex) may also indicate areas of incongruency.

Stage IV provides consultation to the residents. Soon after the data has been analyzed, a meeting is arranged between the entire floor section and the REAP team. At this time the URES data is presented and the residents discuss implications that flow from the report. The focus of the meeting is more proactive and less problem oriented. Current strengths and weaknesses in areas the residents want changed are pointed out. Strengths and weaknesses are relative to the students' perceptions and their value systems. Two central questions posed to the group are: Is this the way it is? Is this the way you want it

to be? Reactions to the report are then solicited and the residents are asked to share anecdotal evidence that supports or contradicts the report. After a limited discussion, a vote is taken to determine if further action is desired. Ballots are passed out to the residents to determine (1) if they agree with the report, (2) if there is a need for environmental modification, and (3) if they are willing to work on an environmental change team. The ballots are tabulated immediately. If more than 70% of the residents agree on the need for change, and there are some individuals who are willing to work on an environmental change team, then a meeting time with the REAP team is scheduled. If more than 50% but less than 70% perceive the need for change, then the burden of establishing a greater consensus is left with the residents. If less than 50% see a need for change, then no further action toward program development is expected as part of REAP. Although these percentages seem somewhat arbitrary, they are based on the assumption that people must want change to effect it. If the REAP intervention is discontinued at this point, individuals are invited to consult with the team if they wish to explore alternatives for themselves or other sub-units within the floor section. Written summaries and graphs of the data are provided at the end of the meeting for all residents.

Stage V consists of program development. Depending on what areas are chosen for strengthening or change, resource persons from the University community may be asked to join the section change team. For instance, if the direction of change is to enhance the residents' cultural interests/activities, then the Director of Cultural Programs for the University might be invited for his/her input. The purpose of this Stage is to help the residents develop their ideas and support movement toward the ideal environment expressed in Stage II.

Pilot Project Conclusion

Six pilot studies were conducted to develop the effectiveness of REAP procedures. Two floor sections participated in the project during the 1975 Fall

Semester and four sections during the 1976 Spring Semester. All sections were from different resident halls. Three were all female, one was all male, and two were male-female.

A number of important issues were identified during the pilot projects. Obtaining the expressed committment of the residents themselves during the entry stage is crucial. Resistance and lack of participation in Stages IV and V were encountered when this was not done. Even when there was apparent interest from the residents, the effectiveness of the program was sometimes attenuated. In these cases, committment was obtained under duress which proved to be counter-productive.

There are also two timing considerations, namely, the time of year for the intervention and the lag time between data collection and the consultation session (Stages II to IV). In order to obtain an accurate perception of the actual environment, students must have experienced this environment for at least a month. At the same time, however, if REAP is going to be effective at environmental modification, it needs to be started early in the academic year. This suggests that those interventions that are scheduled soon after the first month of classes will have more possibility for maximum effectiveness. The second difficulty relates to scheduling the feedback session. The level of involvement and enthusiasm of the residents for Stage IV appears to be related to how soon the REAP team can provide the data analysis and report. A two to three week lag time in the pilot projects between Stages II and IV was counter-productive. Verbal reports from SAs indicated that the residents began to lose interest after a week. The meeting arrangements with the residents are always issues for negotiation, but a week between Stages II and IV is probably optimal.

The data collection phase needs further development. Gerst & Moos' (1972) URES provides a clear and systematic means for collecting and representing

environmental issues. However, some residents felt unsure about the accuracy of the instrument. The wording and content of some items may not match the language students currently use. If the intervention is primarily service rather than research, the use of instrumentation designed for a particular campus may be a desirable option. When ideal perceptions are being measured, it is helpful to define the focus of student ideals as the present environment and not another location. If data scoring is computerized, the time between data collection and the feedback session can be reduced.

To offer the REAP service on a basis beyond a pilot study requires a small staff. One source of help is trained paraprofessionals who can execute the service through Stage III or Stage IV. In addition to the initial five stage intervention, resource personnel are also needed to assist floor sections to develop and maintain self-monitoring procedures.

Four Student Assistants were asked to evaluate the impact of REAP on their section. Three of the four SAs reported that as a result of the REAP intervention: the living atmosphere of the floor was discussed by residents; the quality of personal relationships changed; SAs felt more support in their responsibilities; and, actual behavioral changes occurred. Some of the reported behavioral changes included: (1) more interactions among section members; (2) residents made more attempts to get to know one another; (3) conversations became more intellectual; (4) residents were willing to take the initiative for floor activities and relieved the SAs of some responsibility; (5) there was a shift to more varied recreational activities; (6) there was more participation in activities. One of the pilot project Student Assistants reported no changes. In retrospect, communication problems and a visible level of indifference with that floor suggests that an alternative consultative intervention addressing those specific problems may have been more effective.

Summary

Students' living environments relate to growth and/or dysfunction. The residence hall section is a particular milieu in which students spend a considerable amount of their time. The five stage REAP service is an intervention based on consultation, research, and program development skills. Its purpose is to provide an opportunity for residence hall students to report perceptions of their environment and ask themselves if there are areas they would like to strengthen or change. The last Stage of REAP is program development. If students can develop an environment that is more congruent with their needs, they will maximize the probability of career preparation and enhance the quality of their residence hall experience.

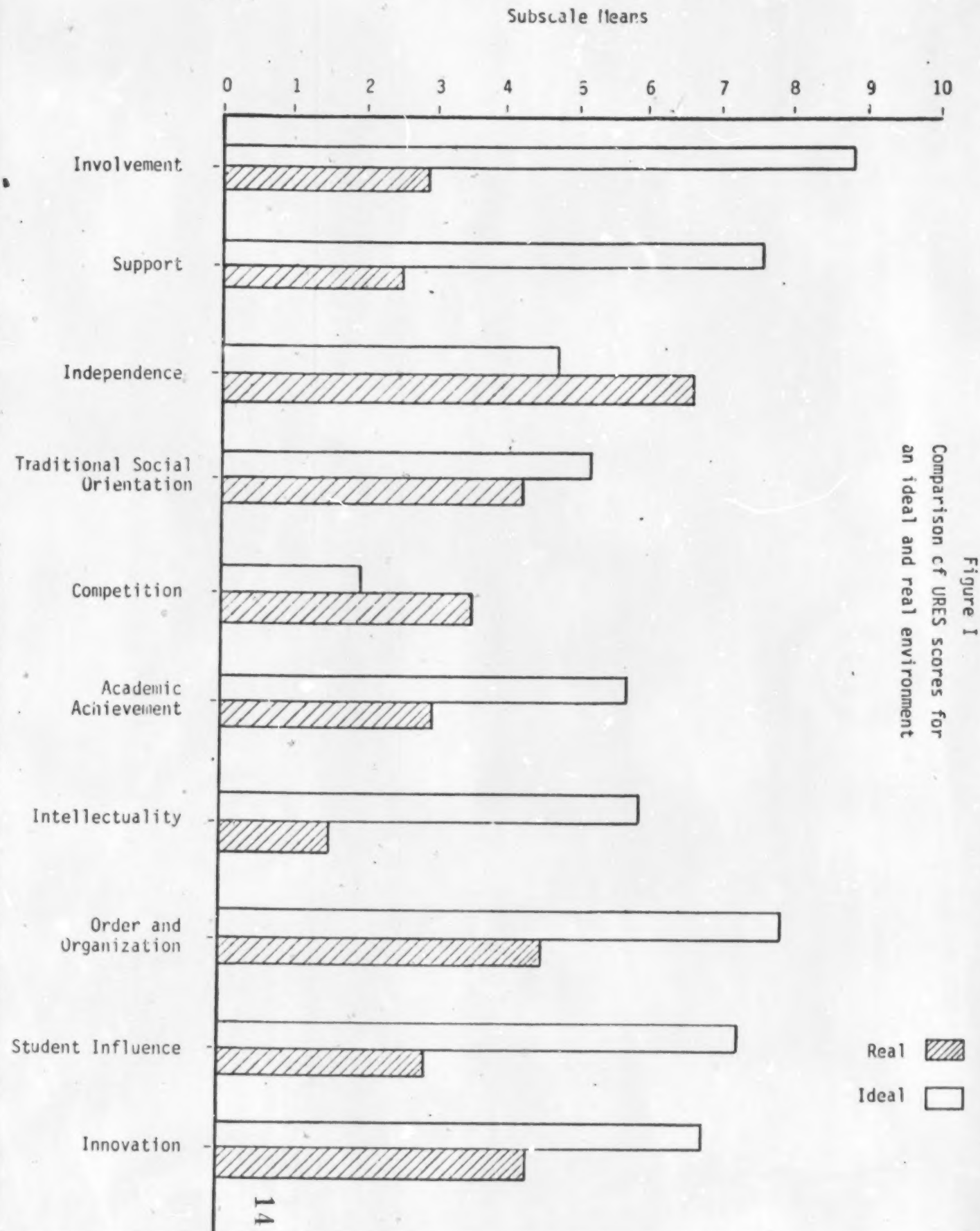

Figure I
Comparison of URES scores for an ideal and real environment

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